

## Year 2 – Maths

Children must be able to problem solve, explaining their reasons fluently in each of the skills below.

Number and Place Value (NPV)	Addition and Subtraction (AS)
<ol style="list-style-type: none"> <li>1. I can read write numbers up to 100 with support.</li> <li>2. I can read, write, order and compare numbers from 0 up to 100; use &lt;, &gt; and = signs to compare numbers up to 100</li> <li>3. I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>4. I can count in steps of 2, 5 and 10 with some concrete or pictorial support.</li> <li>5. I understand that 2 digit numbers are made of tens and ones.</li> <li>6. I can recognise the place value of each digit in any two-digit number</li> <li>7. I can use place value and number facts to solve problems</li> </ol>	<ol style="list-style-type: none"> <li>1. I can solve problems with addition and subtraction, using concrete objects or pictorial representations</li> <li>2. I can add 2 x 2 digit numbers</li> <li>3. I can add/subtract 2 x 2 digit numbers using pictorial support</li> <li>4. I can subtract 2 x 2 digit numbers</li> <li>5. I can recall number facts to 20 fluently and derive facts up to 100</li> <li>6. I can recall number facts to 10 and beginning to link that to facts to 20.</li> <li>7. I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>8. I can use inverse to check calculations and solve missing number problems</li> </ol>
Multiplication and Division (MD)	Fractions, Decimals, Percentage and Ratio and Proportion (FDP)
<ol style="list-style-type: none"> <li>1. I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables</li> <li>2. I can skip count and group amounts into 2, 5, 10 to help me count.</li> <li>3. I beginning to understand multiplication as 'lots of'</li> <li>4. I can recognise odd and even numbers</li> <li>5. I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>6. I can solve problems involving multiplication and division</li> <li>7. I can use x, ÷ and = signs</li> </ol>	<ol style="list-style-type: none"> <li>1. I can recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>2. I can write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3</li> <li>3. I can recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math> within shapes</li> <li>4. I can count in fractions up to 10 from any number using <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> equivalents</li> </ol>

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Statistics (S)	Measure (M)	Geometry (G)
<p>1. I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p>	<p>1. I can compare and order standard units of measure to solve problems: lengths, mass, volume/capacity</p> <p>2. I can read scales in divisions of ones, twos, fives and tens on rulers, weighing scales, thermometers and measuring vessels</p> <p>3. I can find different combinations of coins that equal the same amounts of money and can recognise and use symbols for pounds (£) and pence (p)</p> <p>4. I can add and subtract money and give change</p> <p>5. I can add and subtract money using amounts 10s and 1ps.</p> <p>6. I can tell and write the time to the nearest 15 minute (e.g. quarter to and quarter past)</p> <p>8. I can tell the time to the hour and half past.</p> <p>9. I can tell and write the time to 5 minutes and sequence intervals of time</p> <p>10. I know minutes in an hour and hours in a day</p> <p>11. I know how many days are in a week and can name weekday and weekends.</p>	<p>1. I can identify, describe, compare and sort the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>2. I can identify and describe properties of 3-D shapes</p> <p>3. I can name 2d shapes such as a pentagon, hexagon, heptagon and octagon.</p> <p>4. I can name 3d shapes including prisms</p> <p>5. I can order and arrange combinations of mathematical objects in patterns and sequences</p> <p>6. I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>



<b>Year 2 – Reading</b>	
<b>Word Reading</b>	<b>Comprehension</b>
<ol style="list-style-type: none"> <li>1. I can read accurately by blending the sounds in words that contain the graphemes taught so far, recognising alternative sounds for graphemes.</li> <li>2. I can confidently read by blending sounds from phase 5 taught.</li> <li>3. I can sound out and blending with increasing accuracy.</li> <li>4. I can sound out unfamiliar words accurately, without undue hesitation.</li> <li>5. I can read most common exception words from phases 2-5</li> <li>6. I can read most common exception words in KS1</li> <li>7. I can read word with one or more syllables.</li> <li>8. I can read accurately words that contain two or more syllables.</li> <li>9. I can read most words containing common suffixes.</li> <li>10. I show awareness of punctuation marks in my reading.</li> <li>11. I can identify when reading does not make sense and self-correct.</li> <li>12. I can identify past/present tense.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can summarise a story, giving the main points in the correct sequence.</li> <li>2. I can summarise a story, giving the main points in the correct sequence – with support either pictorial or written scaffolds.</li> <li>3. I can use context to help me understand a wider range of new words.</li> <li>4. I can comment on plot, characters and setting.</li> <li>5. I can discuss and clarify the meaning of words in context</li> <li>6. I understand how to use information texts to retrieve information.</li> <li>7. I can answer retrieval questions and with support can answer simple inference questions.</li> </ol>
	<b>Inference</b>
	<ol style="list-style-type: none"> <li>1. I can answer written questions and make some inferences on the basis of what is being said and done.</li> <li>2. I can predict what might happen on the basis of what has been read so far.</li> <li>3. I can relate characters, settings and events to their own experiences, e.g. I went to the seaside and built a sandcastle too.</li> </ol>
	<b>Language for Effect</b>
	<ol style="list-style-type: none"> <li>1. I can discuss why words are effective in context.</li> <li>2. I can identify simple descriptive language used for effect.</li> <li>3. I can read texts that are familiar with some expression.</li> </ol>
<b>Themes and Conventions</b>	
	<ol style="list-style-type: none"> <li>1. I am increasingly familiar with a wider range of stories, fairy stories and traditional tales and can retell in detail.</li> <li>2. I can discuss main themes and events.</li> <li>3. I can discuss main themes and events - with support.</li> <li>4. I can use a contents, index, glossary and layout to locate information in non-fiction texts.</li> <li>5. I can begin to make links between the book I am reading and other books I have read.</li> </ol>

## Year 2 – Writing

### Grammar

1. I can use past and present tense mostly correctly and consistently.
2. I can write sentences with different forms (*statements, questions, exclamations and commands*).
3. I can write a simple sentence independently that are grammatical correct.
4. I can use the conjunctions and, because
5. I can use subordinating conjunctions (*when, if, that, because*).
6. I can use coordinating conjunctions (*or, and, but*).
7. I understand the grammatical terminology: *noun, noun phrase, statement, question, exclamation, command, adjective, verb, suffix, tense (past, present), apostrophe, comma.*

### Punctuation

1. I can use full stops, capital letters, exclamation marks and question marks.
2. I can punctuate most simple sentences with capital letters and full stops.
3. I am beginning to understand when to use a question mark.
4. I can use commas for lists.
5. I can use apostrophes for contractions.
6. I can sometimes use apostrophes for singular possession.

### Transcription/Handwriting

1. I can use diagonal & horizontal strokes to join handwriting.
2. My letters are the same size, relatively.
3. I can write a in a clear print script with no reversals.

### Composition

1. I can write narratives about personal experiences and those of others (*real and fictional*).
2. I am beginning to include a beginning and/or ending when appropriate in my writing.
3. I can sequence my work using sentences linked by pronouns or simple time connectives (*Then they climbed...She picked the flower...Next you stir it...*).
4. I can write for different reasons and use different text types.
5. I can plan/say aloud what I intend to write about.
6. I can reread my work for sense and punctuation.
7. I can use some expanded noun phrases to describe and specify (*for example, the beautiful blue butterfly, plain flour, the man in the moon*).
8. I can read own writing to peers, teacher or other adult.

### Vocabulary

1. I can use some ambitious words.
2. I can use a range of simple descriptive vocabulary that is at my level.

### Spelling

1. I can spell by segmenting words into phonemes and representing these by graphemes, many spelt correctly.
2. I can spell many common exception words (*Year 2-spelling appendix 1*).
3. I can spell most of the Year 1 and beginning to learn Y2 HRS words.
4. I can make plausible attempts which show an awareness of the correct sounds e.g. choosing an 'ai' grapheme so paynt instead of paint.
5. I can spell some words with contracted forms.
6. I can distinguish between homophones and near homophones (*see appendix 1*).
7. I can apply spelling rules and guidance, as listed in English Appendix 1.